

"Healthy Minds"

Breast Cancer Awareness Pilot

Evaluation

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Prepared by the Policy & Planning Branch,
Department of Education

New  Brunswick

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Preface

As a means for addressing the nutritional needs of students in the elementary school years, a "Healthy Minds" Breakfast Program was piloted in two school districts (Tracadie-Sheila & Saint John) in K-5. The program was designed to provide basic breakfast food items to students in a non-stigmatizing environment. However, the primary responsibility for feeding children remains with the parents.

Executive Summary

This evaluation report begins by explaining the premise upon which the "Healthy Minds" breakfast program pilot was based and the purpose of the pilot, as well as an outline of the evaluation methodology. The evaluation content includes an analysis of:

- Program Participation (*factors influencing participation, widely accessible versus targeted program delivery, stigmatization*)
- Operational Issues (*menu planning, purchasing, location, program delivery practices, and the program's impact on students*)
- Major Challenges (*human resources, needs assessment, financial resources*)
- Partnerships (*parental involvement and community involvement*).

Please note that comparisons of pilot districts are difficult to make, due to different organizational environments and operational priorities, unique to each linguistic sector.

- District 8 (Saint John) schools spent an average of \$0.63 on food/student/day, with an average participation of 17.5%. Due to the fact the majority of schools in District 8 do not have cafeteria facilities, they provided students with quick "grab & go" breakfast foods, often available in the classroom. Greater accessibility of food items probably led to high participation rates, allowing schools to purchase breakfast food items in larger quantities, thus reducing the unit cost per student.
- District 9 (Tracadie-Sheila) schools spent an average of \$0.87 on food/student/day, with an average participation of 9.1%. The majority of schools in District 9 have cafeteria facilities, and are able to provide students with a greater variety of breakfast food items. Students in District 9 schools have to go to the cafeteria if they are hungry, which might have limited participation. In addition, it was noted that lunch provision was considered more critical than breakfast in District 9. As a result, per unit cost may include more expensive lunch food items. Higher per student food costs may also be explained by the generally higher costs in the northern part of the province as well as cafeteria food contracts, which may have reduced the ability of schools to make price comparisons.

The ultimate goal of breakfast programs is to ensure that each child is adequately nourished and prepared to learn. The "Healthy Minds" pilot program has raised many important issues for consideration in future program expansion. Overall findings are highlighted below:

- Primary responsibility for feeding children must remain with parents. Parental involvement in all stages of program development is essential.
- The objective of the breakfast program should be to provide hungry children with food, not to replace breakfast kids receive at home. Basic "grab & go" items that are simple to coordinate and serve should be considered.
- Generally speaking, most administrators and parents thought the program was worthwhile.
- An open and accessible program is viewed as the most appropriate method for reaching those children who might be at greater risk of malnutrition.
- A "needs assessment" should be conducted at the district level to determine which schools anticipate a participation rate that would justify funding a breakfast program. Schools with little to no participation would like the option to keep on hand an "emergency cupboard", stocked with a few food items that could be provided to a student, if the need arose.
- Schools in both pilot districts emphasized the necessity to have paid staff responsible for the operation of the breakfast program in each school.
- Schools want to have a sense of ownership of the program offered at their school, and not conform to a "cookie-cutter approach." Schools, particularly in district 9, highlighted the need for flexibility at the school level, to be able to offer breakfast and/or lunch, and/or snack to hungry students.
- More lead-time is requested to better implement the program and effectively communicate program objectives to school administrators, teachers and parents.
- A successful breakfast program is one that evolves from a "grass-roots" level, within a provincial framework. (A provincial framework can identify basic provincial standards and guidelines, including food safety and nutrition requirements and program accessibility, however implementation is to be designed locally to best meet unique needs.)

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Purpose

The purpose of the "Healthy Minds" breakfast program pilot was to provide a basic breakfast to all "hungry" students in kindergarten to grade five.

Children may be hungry for a variety of reasons, not necessarily only due to economic hardship. Breakfast skipping and inappropriate meal practices are relatively prevalent in Canada, and not limited to those living in poverty. Research has shown that children from all socioeconomic backgrounds may go without breakfast, for various reasons. Research has also shown that hungry children do not learn as well as others.

The pilot project was intended as a learning experience for everyone involved. It was expected that schools in the two pilot districts would be faced with various challenges and successes in the set-up and operation of a breakfast program. This evaluation report focuses on specific successes and challenges encountered throughout the pilot period, as well as identifying areas where improvements are necessary, distinguishing between urban and rural needs.

Pilot Description

As a means for addressing the nutritional needs of students in the elementary years a "Healthy Minds" breakfast program was piloted in two school districts. All schools in District 8 (Saint John) and District 9

(Tracadie-Sheila), with kindergarten to grade five, were chosen to pilot the "Healthy Minds" breakfast program from October 1999 to March 2000. District 8 participated with 31 schools, representing 6,638 students and District 9 participated with 21 schools, representing 3,836 students.

School Districts 8 & 9 were funded based on an estimate of 20% participation of students in grades kindergarten to grade five, at a rate of \$0.75 per student per day. In addition to funds allocated for the purchase of breakfast foods, each school was allotted \$500.00 to be used at the discretion of school principals, for such things as recognition of volunteer support and coverage of basic expenses of pick-up and delivery of food items for the program.

District 8 and District 9 were chosen for several reasons. Firstly, it was necessary to identify differences in program needs and service delivery in both urban and rural areas of New Brunswick, in order to understand fully the implications of implementing a province-wide breakfast program. Secondly, both districts were comparable in size and some schools in each district already had breakfast programs in place. Program knowledge and experience could be shared with schools not familiar with operating a breakfast program. Finally, the socioeconomic realities brought on by cyclical patterns of employment in both districts result in higher instances of child poverty.

Evaluation Process

The evaluation of the "Healthy Minds" breakfast pilot program consisted of three components.

The first component involved the collection of quantitative data, such as the number of students who participated in the program on a monthly basis, the number of volunteers helping with program delivery, and selection of foods offered.

(See Appendix A)

The second component of the evaluation consisted of two questionnaires designed to capture qualitative data, such as the nature of community relationships, donations, and operating logistics such as food storage, food preparation and clean-up, as well as positive and negative perceptions of the program and suggestions for improvement.

The aim of the first questionnaire was to focus on "start-up" issues, challenges, solutions and successes, such as the ability of schools to attract volunteers/staff to organize the project. The aim of the second questionnaire was to concentrate on "long-term" implementation issues and overall satisfaction with the "Healthy Minds" breakfast pilot program.

(See Appendices B & C)

In order to get the perspective of parents, a subset of questions from the second questionnaire was forwarded to the School Parent Advisory Committees, Home & School, Comité

consultatif de parents auprès des écoles, and Comité de parents in both pilot districts.

(See Appendix D)

The third component of the evaluation consisted of sessions with school principals, to discuss their level of satisfaction with the pilot project and their suggestions for the sustainability and future expansion of a breakfast program. (See Appendix E)

Participation

At the onset of the pilot project, it was estimated that approximately 20% of students in kindergarten to grade five would participate in the "Healthy Minds" breakfast program in both pilot districts. This was based on Statistics Canada data provided by the then Department of Human Resources Development New Brunswick, indicating that approximately 20% of New Brunswick children live in low income households. The results of the evaluation showed that on average from October 1999 to March 2000, approximately 17.5% of K-5 students in District 8 (Saint John) and approximately 9% of K-5 students in District 9 (Tracadie-Sheila) participated in the program.

As depicted in Tables 1 & 2, student participation at schools in both pilot districts was highly variable. Some schools experienced little to no participation, while others experienced extremely high participation rates.

(Names of these schools are shown in italics below.)

Table 1 - District 8 (Saint John) Participation Rates

School Name	Oct-99	Nov-99	Dec-99	Jan-00	Feb-00	Mar-00	Average
Barnhill Memorial School	13.8%	14.3%	14.0%	14.5%	19.2%	15.8%	15.2%
Bayview School	4.6%	6.5%	6.5%	7.8%	7.8%	7.8%	6.9%
Brown's Flat School	16.9%	21.6%	20.6%	19.3%	27.5%	25.4%	21.9%
Centennial School	na	9.0%	13.4%	9.3%	14.5%	23.4%	11.6%
Champlain Heights School	19.6%	19.1%	20.7%	16.1%	16.7%	19.6%	18.6%
East Saint-John School	38.5%	40.2%	39.8%	35.0%	34.1%	35.5%	37.2%
<i>Forest Hills Elementary School</i>	49.3%	47.1%	68.8%	68.8%	51.7%	49.1%	55.8%
Fundy Shores School	0.0%	4.8%	4.8%	7.1%	8.5%	10.4%	5.9%
<i>Glen Falls School</i>	49.4%	48.3%	31.0%	39.8%	39.8%	39.8%	41.4%
Grand Bay Elementary School	na	14.7%	10.9%	4.4%	5.7%	10.3%	7.7%
Grandview Avenue School	3.9%	24.2%	24.2%	24.2%	23.3%	18.6%	19.7%
Havelock School	4.4%	5.7%	6.2%	3.9%	5.6%	5.8%	5.3%
<i>Hazen-White-St. Francis School</i>	48.6%	42.1%	47.2%	28.8%	33.7%	37.0%	39.6%
Holy Trinity School	20.5%	19.4%	19.1%	19.3%	21.2%	21.8%	20.2%
Inglewood School	14.9%	21.1%	12.9%	7.1%	7.7%	6.5%	10.2%
Island View School	1.7%	3.0%	4.7%	2.7%	3.4%	3.3%	3.1%
<i>Lakewood Heights School</i>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<i>Lakewood School</i>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Latimore Lake School	12.5%	17.5%	17.2%	15.3%	28.1%	19.6%	18.4%
Loch Lomond School	25.7%	30.9%	30.9%	30.9%	36.5%	36.5%	31.9%
<i>M. Gerald Teed Memorial School</i>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<i>Millidgeville North School</i>	na	2.2%	2.4%	2.1%	3.4%	5.0%	2.5%
Morna Heights School	12.4%	17.1%	14.1%	13.3%	14.3%	14.7%	14.3%
Prince Charles School	18.9%	20.5%	27.2%	18.4%	20.4%	19.1%	20.7%
<i>Princess Elizabeth School</i>	8.8%	42.5%	40.6%	38.5%	36.4%	37.7%	34.1%
<i>Seawood School</i>	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%
St. John the Baptist/ King Edward School	7.5%	10.4%	12.8%	9.4%	11.4%	12.8%	10.7%
<i>St. Martins School</i>	23.0%	44.4%	38.9%	40.4%	54.7%	46.4%	41.3%
St. Patrick's School	13.7%	12.6%	12.6%	12.6%	19.1%	13.2%	14.0%
<i>St. Rose School</i>	na	2.1%	2.1%	2.1%	2.1%	1.7%	1.7%
Westfield School	4.3%	6.6%	5.7%	4.5%	4.3%	5.5%	5.2%
DISTRICT 8	16.8%	17.0%	18.6%	17.1%	17.8%	17.8%	17.5%

Table 2 - District 9 (Tracadie-Sheila) Participation Rates

School Name	Oct-99	Nov-99	Dec-99	Jan-00	Feb-00	Mar-00	Average
Centre La fontaine	7.9%	10.3%	8.2%	8.4%	10.4%	12.5%	9.6%
<i>École La Passerelle</i>	40.5%	30.1%	32.2%	27.7%	36.5%	53.2%	36.7%
École La Relève-de-Saint-Isidore	9.5%	6.8%	6.6%	5.5%	7.4%	6.3%	7.0%
École La Ruche	4.7%	4.1%	4.1%	4.8%	7.8%	6.4%	5.3%
École La Source	0.7%	1.3%	2.4%	3.5%	5.4%	5.4%	3.1%
<i>École Villa-des-Amis</i>	23.5%	26.7%	40.0%	31.6%	36.6%	37.2%	32.6%
École L'Amitié	7.4%	12.2%	14.5%	13.8%	20.5%	21.0%	14.9%
<i>École La-Rivière</i>	4.3%	2.5%	0.4%	1.2%	2.8%	2.5%	2.3%
École Le Maillon	5.6%	7.3%	7.4%	4.5%	3.5%	5.3%	5.6%
École Léandre-LeGresley	9.3%	11.8%	7.6%	4.0%	6.7%	6.8%	7.7%
<i>École L'Envolée</i>	0.5%	1.0%	0.3%	0.2%	0.3%	0.4%	0.4%
<i>École L'Escalade</i>	0.3%	1.3%	0.2%	0.8%	0.7%	1.0%	0.7%
École L'Escale-des-Jeunes	10.9%	12.5%	14.8%	10.1%	12.1%	12.1%	12.1%
École L'Étincelle	12.8%	11.6%	17.5%	13.0%	17.6%	12.1%	14.1%
École L'Étoile du Nord	4.7%	7.0%	8.8%	4.7%	2.1%	8.1%	5.9%
École Lorette-Doiron	3.8%	9.8%	18.2%	25.6%	27.8%	30.7%	19.3%
École Marguerite-Bourgeois	1.8%	3.6%	4.4%	4.8%	6.2%	5.4%	4.4%
École Ola-Léger	15.3%	7.9%	6.4%	7.1%	6.1%	6.3%	8.2%
École René-Chouinard	18.6%	21.6%	18.9%	20.2%	19.7%	20.5%	19.9%
<i>École Sœur-Saint-Alexandre</i>	1.7%	1.9%	2.4%	2.3%	2.2%	1.7%	2.05
École Terre-des-Jeunes	30.7%	26.2%	23.3%	21.7%	24.2%	25.5%	25.3%
DISTRICT 9	8.5%	8.4%	8.9%	8.2%	10.2%	10.4%	9.1%

Factors Influencing Participation:

Overall, the findings show stable program participation from October 1999 to March 2000. However, some parents indicated that students have a greater need for a breakfast program during the colder winter months.

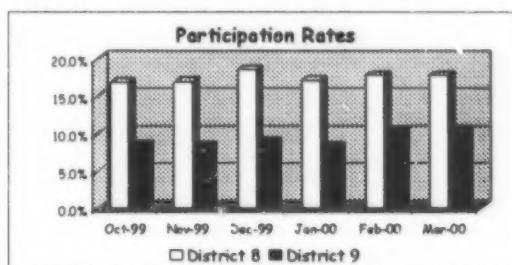
"We tend to have more students participate in the colder months. They choose to come in and eat, rather than stay out in the cold."
(SPAC respondent, See Appendix D)

Principals also believed that program participation rates reflect a combination of factors, which may include an increased awareness of a breakfast program at the school, a higher need during winter months due to increasing economic pressures on low-income families, (ie. expenses before and after Christmas, higher cost of heating during colder weather, etc.), and differences in the way the program is delivered across the pilot.

When school principals were asked what they thought influenced participation in the breakfast program, the majority indicated they believed that participation at their school was the result of poverty and economic needs of families in their area, coupled with the inviting atmosphere where students can socialize in the morning. Some principals also believed that parents were influencing program participation, both negatively and positively. Concerns were raised that some parents felt that their children were entitled to receive a "free"

breakfast, since it was funded with their tax dollars, whereas a few parents felt they would be viewed negatively in the community if their child was receiving a "hand-out".

The participation rates in both pilot districts are shaped by many different factors, some of which are unique to each school. Although student participation, at first glance, appears significantly lower in District 9 than District 8, further analysis of the context revealed that participation rates alone do not fully reflect the reality of needs in the Acadian Peninsula.



Some principals in District 9 (Tracadie-Shila) indicated a need for lunch provision, stating that it may be easier economically for families, in their region, to provide their children with breakfast as opposed to more costly lunch items. They also felt that young children could more easily serve themselves a bowl of cereal in the morning, whereas preparing a lunch may be more difficult. According to a study by Lise Hébert in March 1999, approximately 92% of students in grades 1 through 6, in the Acadian Peninsula, indicated having eaten breakfast before going to school.

The majority of principals in District 9 felt that they could better address the hunger of students, if they could have the flexibility of providing breakfast to hungry students that arrive in the morning, and also provide lunch to those students who do not have food at lunch time.

Another factor that may influence the participation rate is the manner in which the breakfast program is being delivered and the extent to which foods are readily accessible to students. Some schools offer breakfast foods before the start of class, whereas other schools offer breakfast food items later in the morning, allowing more students, some of whom arrive late by bus, to access the program. Schools in District 8 were more likely to provide breakfast food items in the classroom, which may result in more students participating in the program, as opposed to students in District 9 who have to go to the cafeteria before class, if they are hungry.

"They (food items) are being eaten throughout the day whether someone doesn't have recess or they forgot their lunch etc. This is fine, but our breakfast totals that are being sent to you are kind of misleading because the food consumed wasn't really at breakfast. So really the term "Breakfast" is kind of confusing considering the food taken is also used for recess or lunch, etc, but if its helping in any way that it can, then fine."
(Home & School respondent, See Appendix D)

Widely Accessible versus Targeted Program Delivery:

Principals in both pilot districts were asked to prioritize the grades they believed the breakfast program should target. The majority of principals indicated that the breakfast program should serve all "hungry" students in their respective schools. Principals indicated that even though the pilot was promoted to Kindergarten to grade five students, hungry students in other grades were also served. Principals in District 9 suggested that a breakfast program, at minimum, should fully fund elementary grades, although offered to any "hungry" student in the school.

Supporting Research:

Research supports the emphasis on younger grades, stating that

"Nutritional programs are often targeted to younger or elementary school children. Elementary students do not have the same opportunity to access food in cafeterias and off-site as do high school students".
(Papamandjaris, 2000)

Making breakfast programs available to all hungry children, regardless of socioeconomic background, is an important component of the overall design and operation of nutrition initiatives. Research shows that the advantages of an open and accessible program far outweigh the potential disadvantages. A study of Canadian breakfast programs, conducted by Dr. Andrea Papamandjaris, for the Canadian Living Foundation, entitled "Breakfast & Learning in Children: A

Review of the Effects of Breakfast on Scholastic Performance", strongly recommended that programs be accessible to all children, rather than targeting disadvantaged children. Some of this study's findings include the following:

- A universal breakfast program in Canada is a sound response to address the issue of child breakfast skipping in relation to its effects on scholastic performance and well-being.
- A universal program would convey cognitive benefits to all children without discrimination or stigmatization.
- Universality can aid in interaction among communities to promote quality of instruction to participants, both staff and students.
- Universality encourages participation among students above that found in a targeted program.
- A universal program ensures that resources, including nutrition education, are available to all children.

An open and accessible program is viewed as the most appropriate method for reaching those children who might be at greater risk of malnutrition. Identification of children at risk is stigmatizing, extremely difficult, and makes undue demands on resources. (Papamandjaris 2000)

The Early Years Study report prepared for the Ontario government by Margaret McCain and Fraser Mustard also underlines the importance of social programs which are accessible, optional, and available to all:

"Targeting measures to support children and families who are at risk or having difficulties is necessary, but it works best within a system available to everyone."

(Mustard & McCain, 1999)

Stigmatization:

The unintended labeling of students that participate is a major cause of some parents' unease with breakfast programs. The first questionnaire to principals asked two questions related to stigmatization (whether stigmatization was an issue and if it was felt that students in need were accessing the program). This was designed to assess whether the program was meeting its goals of providing breakfast to hungry children in a non-stigmatizing environment. Two responses from District 9 mentioned that the breakfast program was part of the normal morning routine and children participating went unnoticed.

"Since numerous activities take place at the same time (breakfast, purchase of lunch tickets, etc.), many students are around at this time of the day. Nobody notices what others are doing."

(District 9, Questionnaire - See Appendix B)

When asked what influenced participation rates at their school, one principal at a school with the third highest rates in the district attributed the success of his program to the respect extended towards the students. Respect for students and their families is a fundamental value that must be present in the delivery and atmosphere of a breakfast program.

None of the principals in District 9 believed stigmatization was a problem at their school, however, 12 principals had concerns about the participation of students in need. Shyness and fear of labeling were the major reasons listed. A parent at one school did not want her child taking part in the breakfast program because she was worried that the provincial Child Protection Agency would identify the child as being neglected.

In District 8, ten principals commented on the lack of participation of students in need. As with District 9, fear of standing out and pride (among students and their parents) were the major reasons this was occurring. At one school with very few students living in poverty, those that were accessing the program were obvious to the rest of the school population.

Of the 31 schools in Saint John, only three noted that stigmatization was an issue, however three other schools qualified their responses by saying that while stigmatization was not an issue among students, it continued to be of concern to some parents. Some of the concerns are expressed in the following responses from principals:

"None with the kids (stigmatization), but the parents in this community don't want anyone to think their kids need food. This school is very community oriented and all the children are from the same sub-division - a stigma against the program from the parents."
(District 8, Questionnaire - See Appendix B)

"There is none with the students, but there is with the parents (more so with the 'well to do'). They don't want their child to participate, nor do they want taxpayer money spent on this. Some parents have offered to pay for their child's breakfast, when they participate."

(District 8, Questionnaire - See Appendix B)

Attitudes of parents towards breakfast programs have a profound impact on program success. While many parents express satisfaction with programs offered in their children's schools, not all parents share that view. Parents may not allow their children to participate due to fear of stigmatization, how they would be perceived if their child participated in the program or the idea that they do not want to surrender their responsibility for their child's health.

In total, 31 principals (19 in District 8 and 12 in District 9) indicated that parents felt the program was a good idea. Many stated that parents are supportive and believe that the program is worthwhile. Ten principals (five in each district) indicated that they had received a mixed reaction from parents.

Negative responses typically expressed concern over the potential stigmatization of children in need and also the perception that the program was a waste of public funds. Some parents, teachers and principals strongly believed that breakfast provision in schools should not be a priority for government. One

respondent expressed the following sentiments:

"A lot of parents in the Home & School Association are very upset with government wasting money on this program, when it is the parents responsibility to feed their children. Money could be better spent."
(District B, Questionnaire - See Appendix B)

Supporting Research:

Attitudes towards breakfast programs are mixed. For example, academic researchers, such as Dr. Lynn McIntyre of Dalhousie University, have criticized breakfast program initiatives, claiming they create cycles of dependency and reinforce social inequities. Some principals share this opinion and commented that it was difficult to balance addressing needs and the potential misuse of the program.

As well, a recent report published by the Canadian Council of Social Development recommended that the federal government should not support further development of school food programs.

"Overall, the available evidence does not clearly demonstrate that school based nutrition programs are a sound social policy response for children." (Hay, 2000)

Hay states in his research that schools have expanded their breakfast program objectives to include such things as nutritional education, positive socialization, and school attendance, simply because they have not been able to demonstrate reductions in hunger and enhancements in nutrition.

However, the "Healthy Minds" pilot program has demonstrated that program objectives remained focused on providing food for hungry students, while being a catalyst for other positive spin-offs.

A report prepared by Brian Hyndman for the Canadian Living Foundation, entitled "Feeding the Body, Feeding the Mind: An Overview of School-Based Nutrition Programs in Canada," concludes that, in addition to meeting the hunger needs of school children, school breakfast programs also provide an important social dividend that should be of particular interest to educators.

"By fostering a school environment that is more conducive to learning, breakfast programs benefit the entire student body, not just malnourished, disadvantaged participants." (Hyndman, 2000)

Hyndman suggests that school breakfast programs provide a valuable opportunity for teachers and students to bond, thus promoting a friendlier and more positive school environment.

Operational Issues

Breakfast Menu:

Schools were encouraged to purchase basic food items for the breakfast program that would be simple to coordinate and serve. The objective of the breakfast program was to provide hungry children with food, not to replace the breakfast that most students would normally receive at

home. In order to assist schools in implementing the "Healthy Minds" breakfast program pilot, a handbook was provided to each school principal outlining basic program goals, as well as providing suggestions for such things as: menu planning, food safety, ways to involve volunteers and integrate the community in helping "hungry" students.

Typical breakfast menus offered by schools consisted of easy to serve, yet nutritious items such as milk, juice, cereal bars and toast. (See Appendices F & G)

Schools without cafeterias were innovative with their purchases and made an effort to serve breakfast food items that were easy to store and did not require cutlery or serving dishes, that may be cumbersome to clean up. Principals in district 8 indicated that pre-packaged food was the most convenient. They also recognized the importance of providing foods that are appealing to children, otherwise food can be lost due to spoilage. Yogurt tubes proved to be a hit among students, as well as being easy to store and convenient to serve.

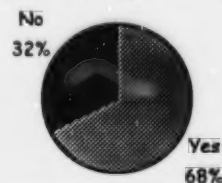
Cafeteria staff ordered breakfast items along with their usual food orders in approximately 50% of schools in district 9. A further 10% indicated that they made bulk purchases. Sixty-eight percent of schools in district 8 purchased breakfast food items in bulk, from local wholesalers. In addition, some schools made bulk purchases at their local grocery store. For the most part, bulk purchasing arrangements

were made with suppliers that offered delivery services; principals often chose companies based solely on this criteria. It is important to note that schools in rural areas of the province are not as likely to have access to suppliers who offer foods in bulk, and as a result food costs may be higher.

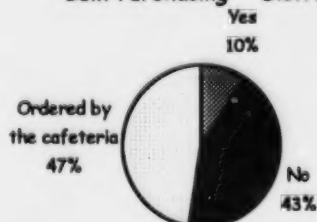
Purchasing of Food Items:

When asked if bulk purchasing arrangements, made at the provincial and/or district level, would assist schools in securing food items at lower costs, principals in district 8 reacted negatively. They stressed the need to be able to make purchases from local businesses, primarily to establish local community support, as well as access a broader range of food choices. Schools wanted to have a sense of ownership of the program offered at their school, and not have to conform to a "cookie-cutter approach."

Bulk Purchasing - District 8



Bulk Purchasing - District 9

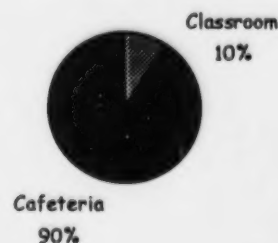


Location of Breakfast Program:

Breakfast was served in cafeterias in 90% of schools in District 9. The remaining 10% used classrooms. Schools in District 8 served breakfast in a variety of areas. Some principals mentioned finding an appropriate location as a start-up challenge, especially in schools that have limited open areas. As indicated below, 30% of schools delivered the program in the classroom, 19% in gyms and 16% in lunchrooms/multi-purpose areas. A variety of other locations are being used by a large percentage of schools, including art rooms, resource rooms, hallways or spare rooms. School principals and volunteers chose functional areas in their school.

Principals in both pilot districts felt strongly that the design of breakfast programs should be flexible enough to meet the unique needs of each school, while offering foods in a safe and open environment.

Location of Breakfast Program-District 9

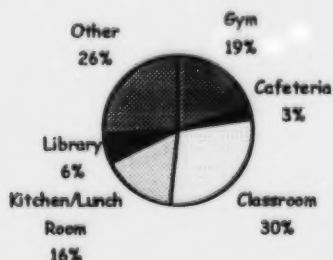


Program Delivery Practices:

Principals in both pilot districts relied primarily on notices being sent home, announcements being made at school, and teachers in the classroom informing students and their parents about the program. Teachers would casually remind students that breakfast was available for anyone that may be hungry that morning.

Challenges faced by principals in the pilot districts often related to difficulties caused by practices that were inadvertently discouraging students from participating in the program. In some instances, schools required parents to sign permission slips, allowing students to participate. This practice not only increased administrative paperwork, but also created situations that were highly sensitive and stigmatizing for both parents and students. For example, some volunteers were put in awkward situations, having to refuse children whose parents had not signed permission slips. In other schools,

Location of Breakfast Program - District 8



teachers asked students to raise their hands in class if they wanted to go for breakfast. Two schools discussed concerns regarding the lack of discretion on the part of volunteers. In one case, a volunteer called to advise a parent that their child should not be accessing the program. In another case, a volunteer was openly discussing, in the community, the names of the children participating in the program. These specific examples raise the need to promote an understanding and awareness among principals, staff and volunteers of the sensitivity of issues that may be encountered. The privacy and respect of children and parents should be maintained at all times.

One school in the pilot program gave an example of how teachers could integrate the breakfast program into learning initiatives aimed at providing students with an awareness of healthy food choices. Students were asked to bring one healthy food item to school each day for a mid-morning snack break. A common food basket was placed at the front of the class, and students were permitted to trade their snack with something else in the basket, if they chose to. The teacher and any students that had forgotten their snack, or were not able to bring one picked one out of the basket. This strategy was effective because students who were hungry, and did not have a snack, also saw their teacher choose an item from the basket. Choosing items from the basket allowed students to share healthy snacks and

enjoy a relaxed social atmosphere. This type of program delivery was successful because it provided food to students in an open and non-stigmatizing environment, as well as reducing food costs, encouraging students to bring a healthy snack from home.

Impact on Students:

While it is not possible to truly measure the extent to which the behavior of students is directly attributed to the breakfast program, 21 principals (10 from District 8, 11 from District 9) felt that students were better behaved and more attentive in class. A further 3 principals from District 8 and 4 from District 9 responded that students appeared more settled and calm. Three District 8 principals also mentioned that children were less irritable, and there were fewer complaints about being hungry during class time and at recess. This primary research, albeit qualitative, supports the contention that school breakfast programs have positive impacts on the ability of children to learn.

The ultimate goal of breakfast programs is to ensure that each child is adequately nourished and prepared to learn.

Supporting Research:

Research over the past 50 years has proven time and time again that breakfast is a,

"key determinant of cognitive performance among school-aged children." (Hyndman, 2000)

Educators and researchers agree that breakfast is crucial and essential for children to learn. When children have nutritious foods available to them and eat as needed, research shows that they achieve higher test scores, demonstrate more positive attitudes towards school and increase reading speed and accuracy.

Under-nutrition harms children silently. Even nutritional deficiencies of a short-term in nature influence children's behaviour, ability to concentrate and to perform complex tasks. Social benefits of school breakfast programs are linked to overall improvements in the classroom learning environment, including increased attendance, fewer classroom disruptions and improved classroom behaviors (Hyndman, 2000).

The positive impacts of school breakfast programs must be well communicated to administrators, who may be resistant in implementing a program in their school. Some principals and teachers may believe that breakfast programs are beyond the realm of education, and as a result may under-estimate the need in their community, or have the false impression that their school does not require a breakfast program. However, the

results of the pilot program and extensive research on the topic of school nutrition initiatives clearly demonstrates the overwhelming educational value of breakfast programs.

Major Challenges

Human Resources:

The biggest challenge encountered by schools in both Districts 8 and 9 was finding people to operate the program on a daily basis. The duties required to operate the program included such things as the purchase and transportation of supplies, planning, set-up, program delivery, and clean-up. Due to unique circumstances in both pilot districts, schools developed different coping strategies, some of which were more successful than others.

Smaller schools, or those with low participation rates, relied on principals, teachers or volunteers to do the purchasing for their breakfast program. This was often done at the same time as their household weekly shopping order.

The majority of schools in District 9 have cafeterias and rely on cafeteria staff to organize the program. Schools in District 9 paid the cafeteria worker one additional hour in the morning to carry out the required duties. This strategy was successful because cafeteria staff are not only

accustomed to planning and organizing meal delivery, they can also be counted on to deliver the program regularly every morning.

Unlike District 9, most schools housing K-5 students in District 8 do not have cafeterias. As a result, schools had to accommodate serving breakfast in a variety of ways. In some schools, although parents and community members did volunteer, the responsibility for organizing the program rested, for the most part, on school principals and teachers.

Principals indicated that breakfast time is often a hectic period of the day, when parents are getting their families off to school and work. In addition, it is often difficult to find replacements for volunteers that are unavailable, for one reason or another. Often, the principal or teacher is the last minute replacement.

Some principals and teachers felt that running a breakfast program was not a task they should be expected to do, in addition to their academic duties. Others expressed sentiments such as:

"The greatest satisfaction is being able to see that children in need have the opportunity to access food and are no longer hungry".
(District 8, Questionnaire - See Appendix B)

Principals, particularly in District 8, expressed the need for a district level coordinator to assist with administrative details, including the clarification of financial processes required of schools by the district.

Some principals experienced difficulties purchasing food and other breakfast related items, using local purchase orders. It appeared that administrative issues were less of a concern for schools in District 9, because in the majority of cases, cafeteria staff look after the purchasing details associated with the breakfast program, along with their regular cafeteria planning needs.

Principals strongly recommend that a district level coordinator be in place to facilitate and expedite financial transactions required to meet the needs of the school's breakfast program. Schools in both pilot districts unanimously agreed that, in order for the program to be successful, it would be necessary to have paid staff responsible for the operation of the breakfast program in each school.

Needs Assessment:

Within each pilot district, the need for a breakfast program has varied. Some schools have consistently experienced little to no participation and have clearly indicated that students at their school do not have a need for this type of program, and that they would prefer funds be redistributed to schools with greater need.

The majority of school principals agreed that a "needs assessment" should be conducted at the district level to determine which schools anticipate a participation rate that would justify funding a breakfast

program. Some principals suggested that schools with little to no participation could keep on hand an "emergency cupboard" stocked with a few food items that could be provided to a student, if the need arose. Many principals indicated that this practice has been taking place informally for many years, with teachers keeping granola bars, juice boxes, and other basic food items in their classrooms, in the event a student needs something to eat.

If the "Healthy Minds" breakfast program is to be implemented province wide, the participation results from the pilot project can be used as a starting point in a future "needs assessment" for Districts 8 & 9. Other school districts may have to monitor participation rates of schools over the first few months of operation to determine how best to redistribute funds to most effectively meet the needs of students.

Some schools may be able to accurately predict their level of need. However, it is to be noted that some principals indicated that at the onset of the pilot project they did not think that many students needed a breakfast program, and were surprised to see the number of students that participated.

Financial Resources:

Schools that had breakfast programs in place prior to the "Healthy Minds" initiative were pleased with the additional financial support.

Principals who attended the discussion session in District 8 expressed concern that money directed to education not be diverted to the breakfast program.

Since the majority of schools in District 8 do not have cafeteria facilities, they incurred more equipment related expenses. These included refrigerators/coolers, freezers, toasters, microwaves, as well as fire extinguishers and safety upgrades to electrical outlets. Since school facilities differ across the province, some schools will need more equipment than others.

Based on equipment expenditures incurred in District 8, it is estimated that schools with no cafeteria services will require an average of approximately \$450 each to cover equipment needs. If the breakfast program is expanded provincially, approximately 48% of k-5 schools, that do not have cafeteria facilities, may have equipment needs. This represents approximately 69% of schools in Anglophone districts and 18% of schools in francophone districts.
(See Appendix H)

Analyses of food expenditures showed that District 8 spent an average of approximately \$0.63/day/student who participated in the program. District 9

spent an average of approximately \$0.87/day/student who participated in the program.

Variances in cost may be the result of a variety of factors, including different organizational environments and operational priorities, unique to each linguistic sector. Another factor may be that food costs are generally higher in the northern part of the province. As well, per unit food costs may have been higher due to lower participation rates, thus limiting opportunities to purchase in larger quantities. Contracts with food service providers may have been inflexible in allowing schools to acquire food items from lower cost distributors.

In addition, District 9 principals and administrators felt that assistance with lunch provision was more critical than breakfast. As a result, per unit cost may include more expensive lunch food items.

Regions in rural areas of the province may be less able to take advantage of lower costs permitted through bulk purchasing and comparison shopping - often rural areas have only one grocery store, thus few choices available for price & product comparison.

It should be noted that costs may vary across regions, requiring school districts to recognize these realities when distributing funds to area schools.

Partnerships

Parental Involvement:

The overall perception of the "Healthy Minds" breakfast program pilot has been positive. Evaluation surveys indicated that school administrators, teachers and parents are generally supportive of the premise of the program in their communities.

When asked what role parents could most effectively play in a breakfast program, School Parent Advisory Committees, Home & School, Comité consultatif de parents auprès des écoles, and Comité de parents in both pilot districts indicated that parents should be encouraged to volunteer. They also indicated that parents' perception of the breakfast program strongly influences participation rates. Parents are the ones who encourage and also discourage their children from participating in the program. For this reason, it is important that program goals be clearly communicated to parents.

While some schools in District 8 successfully involved parents in the breakfast program, many found it very difficult to attract volunteers willing to dedicate the time needed to coordinate such a program. The majority of schools in District 9 relied on cafeteria services to deliver the program. Although this resolves organizational challenges, it may not adequately engage parents and the community.

Since it is the primary responsibility of parents to ensure that their children are fed, it is recommended that parental involvement be an essential component of each school's breakfast program. In addition, schools should encourage local organizations and school-level committees to participate. This would provide parents with a meaningful role in the delivery and overall direction of the school's breakfast program. Principals, teachers, parents, and other volunteers may want take this opportunity to foster a sense of community and school spirit, which is often an indirect positive result of initiatives such as these.

Supporting Research:

Parental involvement in all stages of program development is essential.

(Papamandjaris, 2000)

"Meaningful parental involvement in the planning and implementation of school feeding initiatives is not only an important strategy for alleviating concerns about labeling and stigmatization, but also helps to increase ownership, build community capacity and enhance program sustainability."

(Hyndman, 2000)

It has been observed across Canada that educating parents and teachers on the value of school breakfast programs is an integral component of successful program operation. Program volunteers must be sensitive to these issues and be prepared to consult with parents to discuss their concerns. The schools operating the most successful breakfast programs are consistently those that foster an open, welcoming

and non-judgmental environment in which children and parents feel comfortable.

Initiatives such as the Canadian Living Foundation's "Breakfast for Learning" program require parental involvement in order to receive funding. This is done to specifically address the issues of community ownership and program sustainability.

Community Involvement:

Schools in the pilot were strongly encouraged to establish community linkages and seek out additional resources from local organizations and businesses to supplement the basic start-up amount provided for the breakfast program. Community linkages would ensure the long-term viability of breakfast programs as well as the continued participation of the voluntary sector.

Four schools in District 8 and two schools in District 9 made application to the then Department of Human Resource Development New Brunswick, through initiatives such as the "Career Exploration Program", for paid workers to assist with the delivery of the breakfast program. Schools also had access to the then Department of Health & Community Services Public Health Nutritionists for assistance with menu planning and food safety tips.

Nine schools in District 8 established linkages with community organizations, such as the Legion, Community Police, Churches, Saint John Milk Fund, Catholic Women's League, and the IODE. Using their creativity, one school allowed a group of adults to use the gym free of charge; in return the group set up tables and chairs for the next morning's breakfast program, and also donated breakfast food items. This "exchange of service" concept is encouraged in the Department of Education's Community Use of Schools Policy.

Three schools in District 9 established community linkages. The Blanc d'Arcadie donated goat cheese, and the local co-op donated baskets of fruit. Principals in District 9 indicated that it was difficult to establish community linkages to support school initiatives, simply because there are too few organizations in rural areas of the province, and those organizations that do exist cannot feasibly shoulder every initiative.

One school in District 8 that had been depending on community donations to operate their own breakfast program, prior to the pilot of "Healthy Minds", gave up those linkages, since funding was provided by the pilot. In this

situation, a "needs assessment" may have allowed additional funds to be redistributed to other areas of the school district that were less able to attract monetary or "in-kind" donations.

Supporting Research:

Across the country, community partnerships have long been supporting nutrition initiatives for children. In New Brunswick, food programs in the Woodstock area are supported by the local food bank. In Moncton, both the Caisse Populaire and the Co-op support local schools. In Fredericton, the Boys & Girls Club operate a nutrition program. These are just some examples of community partnerships that help sustain nutrition initiatives for children in this province.

In addition, 10 New Brunswick schools have applied for grants and currently receive funding from the Canadian Living Foundation (CLF), through the "Breakfast for Learning" program. The CLF is a national non-profit charitable organization that provides funding, nutrition education and information. It also administers some provinces' funding for food programs (ie. Ontario & the Yukon), as well as assists communities in establishing "Community Partners".

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Hébert, Lise. "Sondage sur le déjeuner, Élèves de la 1ère à la 6e année, Écoles élémentaires de la Péninsule acadienne." Université de Moncton, mai 1999.

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McClelland, Susan. "A Food Fight Heats Up." *Maclean's*. April 17, 2000.

Mustard, Dr. Fraser and Margaret McCain. *The Early Years Study: Reversing the Real Brain Drain*. Province of Ontario. April 1999.

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Appendix A



SCHOOL NAME:
MONTH:
WEEK:

BREAKFAST LOG

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
APPLE					
ORANGE					
BANANA					
TOAST					
BAGEL					
MUFFIN					
CEREAL (COLD)					
CEREAL (HOT)					
CHEESE					
PEANUT BUTTER					
YOGURT					
MILK (WHITE)					
MILK (CHOCOLATE)					
APPLE JUICE					
ORANGE JUICE					
GRAPE JUICE					
OTHER:					
<i>Eggo waffles</i>					
NUMBER OF VOLUNTEERS					
NUMBER OF STUDENTS WHO PARTICIPATED IN BREAKFAST PROGRAM					

COMMENTS:

SEND COMPLETED LOGS EVERY MONTH TO: 

ANNE ALLAIN
CORPORATE POLICY ANALYST
POLICY & PLANNING BRANCH
DEPARTMENT OF EDUCATION
P.O. BOX 6,000
FREDERICTON, NB
E3B 5H1

TFL: 453-3090

FAX: 453-3325



HEALTHY MINDS BREAKFAST PROGRAM
Pilot Evaluation - Phase #1 Start-up
November 1999



Date: _____
School Number: _____
School Name: _____
Survey Respondent's Name: _____
Telephone Number: _____
E-mail address: _____

1. What date did your school implement the "Healthy Minds" breakfast program?

Comment: _____

2. What time does your school:

- a. Begin setting up for the breakfast program in the morning _____
b. Serve breakfast to children _____
c. Finish serving breakfast _____

3. Please indicate the location that your school offers it's breakfast program:

- ☐ Cafeteria
☐ Classroom
☐ Gymnasium
☐ Other: _____

4. For each of the categories below, approximately how much time is spent preparing for the breakfast program each day?

- a. Breakfast Set-up _____ (Minutes)
b. Food Preparation _____ (Minutes)
c. Clean-up _____ (Minutes)
d. Pick-up of Food items & supplies _____ (Minutes)

5. How do you encourage younger students to participate in the breakfast program?

6. To the best of your knowledge, what is the primary reason that students participate in the breakfast program?

- ☐ There was not enough food at home to have breakfast
- ☐ Students were not hungry before leaving home in the morning
- ☐ Students do not have time for breakfast before leaving home in the morning
- ☐ Other Reason: _____

7. In your opinion, are some students who are in need, not accessing the breakfast program, even though foods are available?

- ☐ Yes ☐ No

If Yes, please comment on possible reasons why this may be happening?

8. Is there any stigmatization (i.e. embarrassment or shame felt by students participating in the program, or taunting and belittling by other students at the school) associated with the students who participate in the program?

- ☐ Yes ☐ No ☐ Don't Know

Comment: _____

9. Was your school able to take advantage of "bulk purchasing" for breakfast food items? Please describe: _____

10. Community organizations typically contribute to food programs in one of two ways. Donations can either be financial (i.e. monetary contributions), or "in-kind" (i.e. volunteer time, food, utensils or supplies).

Which community organizations contribute financially to your school's breakfast program and how much do they contribute? _____

Which community organizations make in-kind donations to your school's breakfast program and what have they donated? _____

11. What, if anything, will your school do to give recognition to volunteers, sponsors or partners?

12. Please indicate the person(s) who participate in providing the breakfast program in your school:

- ☐ Principal
- ☐ Teacher
- ☐ Parent
- ☐ Community Member
- ☐ Church Group
- ☐ Home & School Association
- ☐ Community Organization: _____
- ☐ Older Students in the School
- ☐ Other: _____

13. If students participate in providing the breakfast program, what kind of activities do they do?

- ☐ Food preparation
- ☐ Clean-up
- ☐ Other: _____

14. Do you have enough volunteers to sustain your program?

- ☐ Yes ☐ No

15. Which of the following best describes the level of volunteer participation in your school's breakfast program:

- ☐ There are plenty of volunteers; we have no difficulty finding enough volunteers
- ☐ There are just enough volunteers to keep the program running smoothly
- ☐ There is a need for more volunteers, however none can be found
- ☐ Other: _____

16. Please describe the most challenging aspect of starting up a breakfast program at your school.

17. Please describe the most rewarding aspect of starting up a breakfast program at your school.

18. Did your school experience spoilage of particular food items? If yes, please describe.

19. Please indicate any pre-packaged food items that are provided in your school's breakfast program:

- ☐ Granola bars
- ☐ Cereal bars
- ☐ Individual cereal boxes
- ☐ Oatmeal packets
- ☐ Hot chocolate packets
- ☐ Other: _____

20. Did your school require additional equipment (such as toasters, refrigerators/coolers, dish washers, sinks, electrical outlets, etc...) in order to start up the breakfast program this year?

- ☐ Yes ☐ No

If Yes, were you able to secure the additional equipment? _____

If No, why not? _____

What was the source of the funds for this additional equipment? _____

21. What advice/comments about starting up a breakfast program would you like to share with other schools in New Brunswick?

**PLEASE RETURN COMPLETED QUESTIONNAIRES,
BY NOVEMBER 15, 1999,
TO:**

**ANNE ALLAIN
CORPORATE POLICY ANALYST
POLICY & PLANNING BRANCH
DEPARTMENT OF EDUCATION
P.O. BOX 6000
FREDERICTON, NB
E3B 5H1**

anneal@gov.nb.ca
Tel: 453-3090



HEALTHY MINDS BREAKFAST PROGRAM
Pilot Evaluation Phase #3 Long-term Implementation Issues
March 2000



Date: _____
 School Number: _____
 School Name: _____
 Survey Respondent's Name: _____

1. Please describe any changes in behaviour of students that you feel may be attributed to the breakfast program pilot in your school: (For example, do you think students are more attentive, better behaved in general?)

2. Are there any patterns of student participation in your breakfast program that may be the result of economic conditions in your community? (For example, are there specific points in the year that you feel students may access the program more often? Do you recognize a particular cycle or pattern in your community?) Please describe any situations you feel may result from specific seasonal employment or other situations in your area.

3. If you had to prioritize, which grades do you feel the program should target?

<input type="checkbox"/> Kindergarten	<input type="checkbox"/> 5
<input type="checkbox"/> 1	<input type="checkbox"/> 6
<input type="checkbox"/> 2	<input type="checkbox"/> 7
<input type="checkbox"/> 3	<input type="checkbox"/> 8
<input type="checkbox"/> 4	

Comments: _____

4. Do you feel that students in your school have a greater need for lunch provision as opposed to breakfast? Would you prefer a program be flexible enough to extend to snacks and lunch, for schools with different needs?

5. Looking at the attached participation from October 1999 to January 2000, in your opinion, what do you think influences participation in the breakfast program at your school?

6. Based on your interaction with parents in your community, what do you feel is their perception of the breakfast program?

THANK-YOU FOR YOUR COOPERATION!

PLEASE FAX COMPLETED QUESTIONNAIRES
 & ANY ADDITIONAL COMMENTS YOU MAY HAVE, BY MARCH 17, 2000

To: ANNE ALLAIN

Corporate Policy Analyst

Policy & Planning Branch, Department of Education

FAX: 453-3111 TEL: 453-3090

anneal@aoov.nb.ca



HEALTHY MINDS BREAKFAST PROGRAM PILOT EVALUATION QUESTIONNAIRE

HOME & SCHOOL



Date: _____

School Name: _____

SPAC/Home & School chair person: _____

As a means for addressing the nutritional needs of students in the elementary school years, a "Healthy Minds" Breakfast Program is currently being piloted in two school districts (Tracadie-Sheila & Saint John) in K-5. The "Healthy Minds" Breakfast Program is designed to provide basic breakfast items to children in a non-stigmatizing environment. The pilot program is available to all "hungry" students regardless of their socio-economic background. The primary responsibility for feeding hungry children remains with the parents.

We are currently in the process of evaluating the "Healthy Minds" breakfast program pilot and would very much appreciate your perspective on the pilot program at your school.

1. In your opinion, what role can parents most effectively play in your school's breakfast program?

2. If you had to prioritize, which grades do you feel the program should target?

<input type="checkbox"/> Kindergarten	<input type="checkbox"/> 5
<input type="checkbox"/> 1	<input type="checkbox"/> 6
<input type="checkbox"/> 2	<input type="checkbox"/> 7
<input type="checkbox"/> 3	<input type="checkbox"/> 8
<input type="checkbox"/> 4	

Comments: _____

3. Do you feel that students in your school have a greater need for lunch provision as opposed to breakfast? Would you prefer a program be flexible enough to extend to snacks and lunch, for schools with different needs?

4. Looking at the attached participation from October 1999 to January 2000, in your opinion, what do you think influences participation in the breakfast program at your school?

PLEASE FAX YOUR COMPLETED QUESTIONNAIRE & ANY ADDITIONAL COMMENTS YOU MAY HAVE, BY MARCH 17, 2000

To: ANNE ALLAIN

Corporate Policy Analyst, Policy & Planning Branch, Department of Education

FAX: 453-3111 TEL: 453-3090

anneal@gov.nb.ca

Thanks for your input!



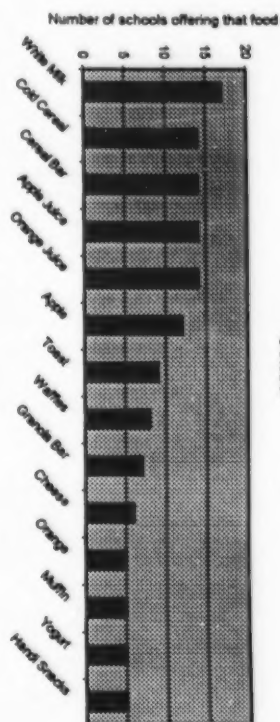
**HEALTHY MINDS BREAKFAST PROGRAM
PILOT PROJECT**

School District 8, Millidgeville North School
December 16, 1999
(1:00 p.m. -3:15 p.m.)

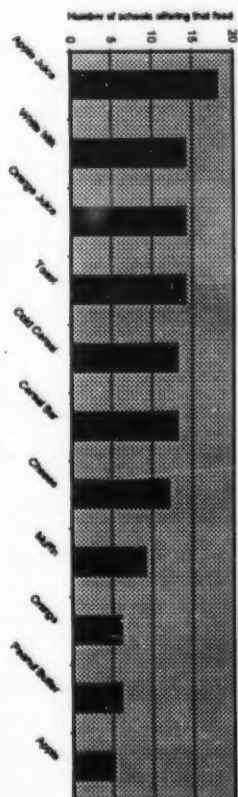
QUESTIONS FOR DISCUSSION PURPOSES

1. Is food purchasing & distribution problematic for schools? Can some of this be coordinated at the district level? (i.e. Arrangements with companies for bulk purchasing)
2. Do children or parents feel stigmatized by participating in this program?
3. Should a needs assessment be done for each school? If so, what are your recommendations?
4. Should funding for the program be allocated from the district or directly from the Province to schools?
5. Given your experience, to date, what improvements would you make to the program?
6. Knowing that community partnerships are limited, what can be done to strengthen existing community linkages and establish new ones?

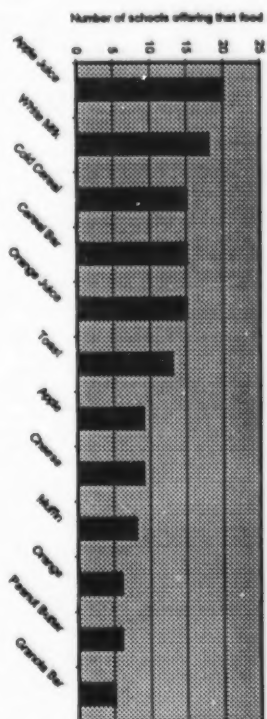
October



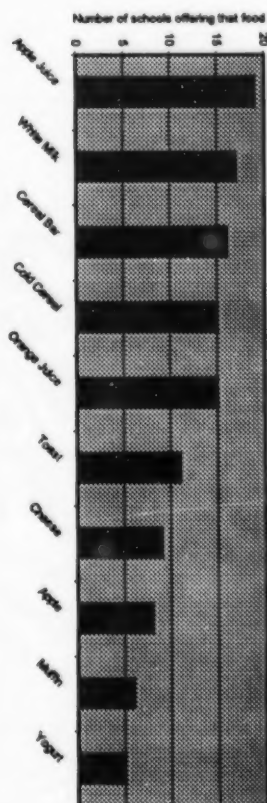
November



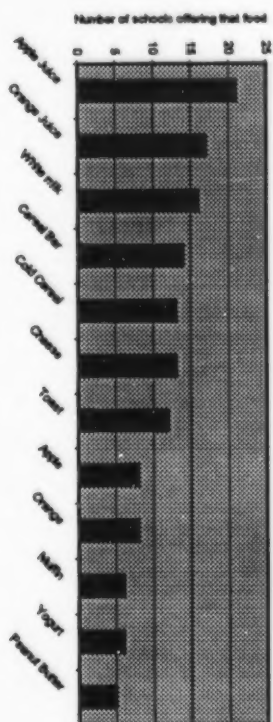
December



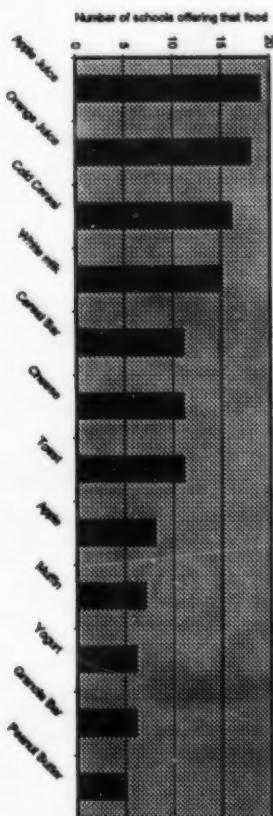
January



February



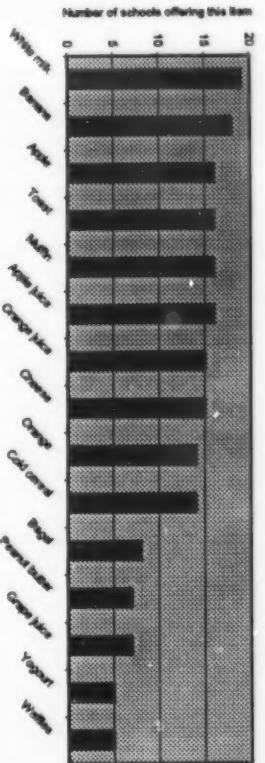
March



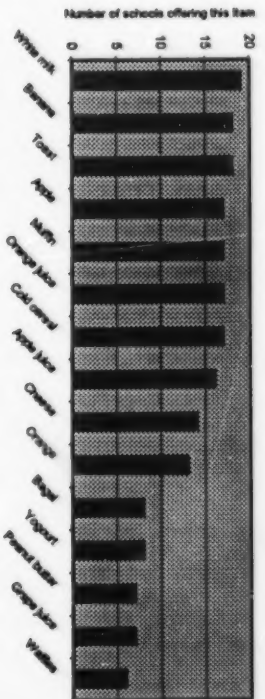
Appendix 6

Foods Served - District 9

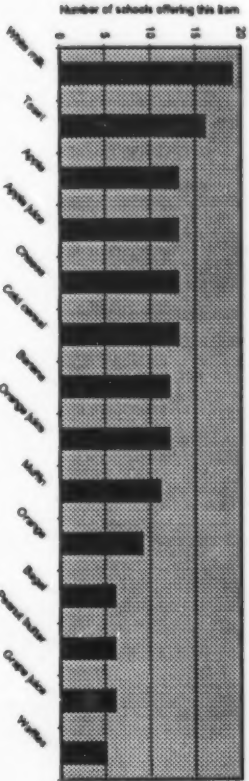
October



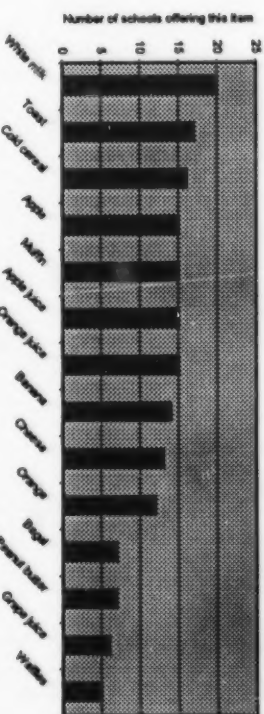
November



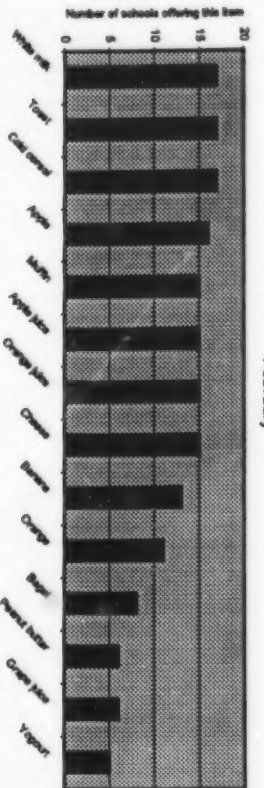
December



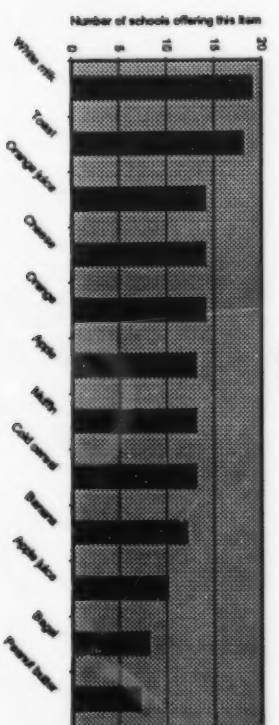
January



February



March



Appendix H CAFETERIA FACILITIES IN SCHOOLS WITH K-5

ANGLOPHONE DISTRICTS

District 02

Full Cafeteria Multi-Purpose No facilities

Arnold H. McLeod School

Beaverbrook School

Bessborough School

Birchmount School

Claude D. Taylor School

Dorchester Consolidated School

Edith Cavell School

Evergreen Park School

Forest Glen School

Frank L. Bowser School

Gunningsville School

Hillcrest School

Lewisville Middle School

Lou MacNarin School

Lower Coverdale School

Magnetic Hill School

Marshview Middle School

Mountain View School

Port Elgin Regional School

Queen Elizabeth School

Salem Elementary School

Shediac Cape School

Sunny Brae Middle School

Uplands School

West Riverview School

Total schools with cafeterias 10

Total schools with multi-purpose facilities 4

Total schools with no cafeteria facilities 11

District 04

Full Cafeteria Multi-Purpose No facilities

Alma Consolidated School

Apoahqui School

Elgin Elementary School

Havelock School

Hillsborough Elementary School

J.M.A. Armstrong/Salisbury Middle School

Norton Elementary School

Petitcodiac Regional School

Riverside Consolidated School

Salisbury Elementary School

Sussex Corner Elementary School

Sussex Elementary School

Total schools with cafeterias 4

Total schools with multi-purpose facilities 2

Total schools with no cafeteria facilities 6

Appendix H CAFETERIA FACILITIES IN SCHOOLS WITH K-5

District 06	Full Cafeteria	Multi-Purpose	No facilities
Belleisle Elementary School			.
Dr. A. T. Leatherbarrow Primary School			.
Fairvale School			.
Hammond River Valley Elementary School	.		
Hampton Elementary School			.
Kennebecasis Park Elementary School			.
Lakefield Elementary School			.
MacDonald Consolidated School	.		
Quispamsis Elementary School			.
Rothsay Elementary School	.		
Total schools with cafeterias	2		
Total schools with multi-purpose facilities	1		
Total schools with no cafeteria facilities	7		

District 08	Full Cafeteria	Multi-Purpose	No facilities
Barnhill Memorial School			.
Bayview School			.
Brown's Flat School			.
Centennial School			.
Champlain Heights School			.
East Saint John School			.
Forest Hills Elementary School	.		
Fundy Shores School			.
Glen Falls School	.		
Grand Bay Elementary School			.
Grandview Avenue School			.
Havelock School	.		
Hazen-White-St. Francis School	.		
Holy Trinity School	.		
Inglewood School			.
Island View School	.		
Lakewood Heights School			.
Lakewood School			.
Latimore Lake School			.
Loch Lomond School	.		
M. Gerald Teed Memorial School	.		
Millidgeville North School	.		
Morna Heights School			.
Prince Charles School			.
Princess Elizabeth School			.
Seawood School			.
St. John the Baptist/King Edward School	.		
St. Martins School	.		
St. Patrick's School			.
St. Rose School			.
Westfield School	.		
Total schools with cafeterias	3		
Total schools with multi-purpose facilities	9		
Total schools with no cafeteria facilities	19		

Appendix H CAFETERIA FACILITIES IN SCHOOLS WITH K-5

District 10

Full Cafeteria Multi-Purpose No facilities

Back Bay School			.
Blacks Harbour School		.	
Campobello Island Consolidated School	.		
Deer Island Community School	.		
Grand Manan Community School	.		
Lawrence Station Elementary School			.
Milltown Elementary School		.	
Pennfield Elementary School			.
St. George Elementary School	.		
St. Stephen Elementary School		.	
Vincent Massey Elementary School		.	
White Head Elementary School			.
Total schools with cafeterias	4		
Total schools with multi-purpose facilities	4		
Total schools with no cafeteria facilities	4		

District 12

Full Cafeteria Multi-Purpose No facilities

Canterbury High School			.
Central Carleton Elementary School		.	
Debec Elementary School		.	
Keswick Valley Memorial School	.		
Millville Elementary School			.
Nackawic Elementary School	.		
Southern Carleton Elementary School	.		
Woodstock Centennial Elementary School			.
Total schools with cafeterias	3		
Total schools with multi-purpose facilities	2		
Total schools with no cafeteria facilities	3		

District 13

Full Cafeteria Multi-Purpose No facilities

Andover Elementary School	.		
Aroostook Elementary School			.
Bath Elementary School			.
Bath Middle School	.		
Bristol Elementary School			.
Centreville Elementary School			.
Centreville Middle School	.		
Donald Fraser Memorial School	.		
Florenceville Elementary School			.
Florenceville Middle School	.		
John Caldwell School	.		
Juniper Elementary School			.
New Denmark School		.	
St. Mary's Academy	.		
Total schools with cafeterias	7		
Total schools with multi-purpose facilities	1		
Total schools with no cafeteria facilities	6		

Appendix H CAFETERIA FACILITIES IN SCHOOLS WITH K-5

District 14

	Full Cafeteria	Multi-Purpose	No facilities
Campbellton Middle School	.		
Jacquet River School	.		
L.E. Reinsborough School	.		
Lord Beaverbrook School		.	
Lorne School			.
Tide Head School			.
Total schools with cafeterias	3		
Total schools with multi-purpose facilities	1		
Total schools with no cafeteria facilities	2		

District 15

	Full Cafeteria	Multi-Purpose	No facilities
Belledune School		.	
Coronation Park Elementary School			.
Janeville Elementary School	.		
Mary Gosnell Elementary School		.	
Miscou Harbour Vibert Memorial School			.
Parkwood Elementary School	.		
South Bathurst Elementary School	.		
Total schools with cafeterias	3		
Total schools with multi-purpose facilities	2		
Total schools with no cafeteria facilities	2		

District 16

	Full Cafeteria	Multi-Purpose	No facilities
Blackville School	.		
Croft Elementary School			.
Gretna Green Elementary School	.		
Harcourt School			.
Harkins Elementary School	.		
Ian Baillie Primary School		.	
Millerton Elementary & Junior High School	.		
Miramichi Rural School		.	
Napan Elementary School			.
Nelson Rural School	.		
North & South Esk Elementary School	.		
Rexton Elementary School	.		
St. Andrews Elementary School	.		
Tabusintac Rural School			.
Total schools with cafeterias	8		
Total schools with multi-purpose facilities	2		
Total schools with no cafeteria facilities	4		

District 17

	Full Cafeteria	Multi-Purpose	No facilities
Assiniboine Avenue Elementary School			.
Burton Elementary School			.
Cambridge-Narrows School	.		
Chipman Elementary School	.		
Coles Island School			.
Gagetown School			.

Appendix H CAFETERIA FACILITIES IN SCHOOLS WITH K-5

Geary Elementary School	.
Gesner Street Elementary School	.
Hubbard Avenue Elementary School	.
Lower Lincoln Elementary School	.
Minto Elementary-Middle School	.
Summerhill Street Elementary School	.
Sunbury West School	.
Total schools with cafeterias	4
Total schools with multi-purpose facilities	0
Total schools with no cafeteria facilities	9

District 18

Full Cafeteria Multi-Purpose No facilities

Alexander Gibson Memorial School	.
Barkers Point School	.
Connaught Street School	.
Doaktown Consolidated High School	.
Doaktown Primary School	.
Douglas School	.
Forest Hill School	.
Garden Creek School	.
Harvey Elementary School	.
Keswick Ridge School	.
Kingsclear Consolidated School	.
Liverpool Street School	.
McAdam Avenue School	.
McAdam Elementary School	.
Montgomery Street School	.
Nashwaak Valley School	.
Nashwaaksis Memorial School	.
New Maryland Elementary School	.
Park Street School	.
Priestman Street School	.
Royal Road School	.
South Devon School	.
Stanley Elementary School	.
Taymouth School	.
Upper Miramichi Elementary School	.
Total schools with cafeterias	4
Total schools with multi-purpose facilities	1
Total schools with no cafeteria facilities	20

ANGLOPHONE DISTRICTS

Total schools with cafeterias	55
Total schools with multi-purpose facilities	29
Total schools with no cafeteria facilities	93
Total	177

Appendix H CAFETERIA FACILITIES IN SCHOOLS WITH K-5

FRANCOPHONE DISTRICTS

District 01	Full Cafeteria	Multi-Purpose	No facilities
École Abbey-Landry	.		
École Amirault		.	
École Anna Malenfant	.		
École Arc-en-ciel	.		
École Beauséjour	.		
École Champlain	.		
École Donat-Robichaud	.		
École Grande-Digue	.		
École Mgr-François-Bourgeois	.		
École Père-Edgar-T.-LeBlanc	.		
École Sainte-Anne	.		
École Sainte-Bernadette		.	
École Sainte-Thérèse		.	
École Saint-Henri	.		
École Samuel-de-Champlain	.		
École Vanier	.		
Total schools with cafeterias	13		
Total schools with multi-purpose facilities	3		
Total schools with no cafeteria facilities	0		

District 03	Full Cafeteria	Multi-Purpose	No facilities
Académie Notre-Dame			.
Centre d'apprentissage du Haut-Madawaska	.		
École Ernest-Lang		.	
École Fernande-Bédard			.
École Grande-Rivière	.		
École Maillet	.		
École Marie-Immaculée			.
École Mgr-Mathieu-Mazerolle	.		
École Notre-Dame			.
École Sacré-Coeur	.		
École Sainte-Anne	.		
École Saint-Jacques	.		
École Saint-Joseph	.		
École Saint-Paul	.		
Élémentaire Sacré-Coeur	.		
Régionale-de-Saint-André	.		
Total schools with cafeterias	11		
Total schools with multi-purpose facilities	1		
Total schools with no cafeteria facilities	4		

District 05	Full Cafeteria	Multi-Purpose	No facilities
Académie Notre-Dame	.		
École Apollo-XI		.	
École Arthur-Pinet		.	
École Echo Jeunesse	.		
École Le Coin-des-Amis	.		

Appendix H CAFETERIA FACILITIES IN SCHOOLS WITH K-5

École Le Domaine-des-Copains	.
École Le Rendez-vous-des-Jeunes	.
École Mgr-Martin	.
École Mgr-Mélanson	.
École Roysme-des-Jeunes	.
École Versant-Nord	.
Polyvalente A.-J.-Savoie	.
Total schools with cafeterias	9
Total schools with multi-purpose facilities	2
Total schools with no cafeteria facilities	1

District 07	Full Cafeteria	Multi-Purpose	No facilities
Académie Assomption	.		
École Carrefour-Étudiant	.		
École Cité-de-l'Amitié	.		
École François-Xavier-Daigle	.		
École La Croisée de Robertville	.		
École La Découverte-de-Saint-Sauveur	.	.	
École Le Domaine-Étudiant	.		
École Le Tournesol	.	.	
École Séjour-Jeunesse	.		
Total schools with cafeterias	7		
Total schools with multi-purpose facilities	2		
Total schools with no cafeteria facilities	0		

District 09	Full Cafeteria	Multi-Purpose	No facilities
Centre La fontaine	.		
École La Passerelle	.		
École La Relève-de-Saint-Isidore	.		
École La Ruche	.		
École La Source	.		
École La Villa-des-Amis	.		
École L'Amitié	.		
École La-Rivière	.		
École Le Mallion	.		
École Léandre-LeGresley	.		
École L'Envolée	.		
École L'Escalade	.		
École L'Escale-des-Jeunes	.		
École L'Étincelle	.		
École L'Étoile du Nord	.		
École Lorette-Dolron	.		
École Marguerite-Bourgeois	.		
École Oia-Léger	.		
École René-Chouinard	.		
École Soeur-Saint-Alexandre	.		
École Terre-des-Jeunes	.		
Total schools with cafeterias	21		
Total schools with multi-purpose facilities	0		
Total schools with no cafeteria facilities	0		

Appendix H CAFETERIA FACILITIES IN SCHOOLS WITH K-5

District 11	Full Cafeteria	Multi-Purpose	No facilities
École Acadiaville		*	
École Blanche-Bourgeois		*	
École Calbte-F.-Savole	*		
École Camille-Vautour	*		
École Carrefour Beausoleil	*		
École Dr-Marguerite-Michaud	*		
École Marée-Montante	*		
École Mont-Carmel	*		
École Notre-Dame	*		
École Saint-Paul		*	
École Soleil Levant	*		
École W.-F.-Boisvert	*		
Régionale-de-Baie-Sainte-Anne	*		
Total schools with cafeterias	10		
Total schools with multi-purpose facilities	3		
Total schools with no cafeteria facilities	0		
FRANCOPHONE DISTRICTS			
Total schools with cafeterias	71		
Total schools with multi-purpose facilities	11		
Total schools with no cafeteria facilities	5		
Total	87		